

Alverton Primary School: Pupil Premium Strategy Statement 2017 - 2018

1. Summary information (as at September 2017)					
School	Alverton Primary School				
Academic Year	2017-2018	Total Pupil Premium budget	£78480	Date of most recent Pupil Premium Review	January 2016 (Andy Brumby) July 2017 (internal)
Total number of pupils	303	Number of pupils eligible for PP	55	Date for next review of this strategy	July 2018

2. Current attainment (See documents detailing Pupil Premium Data for 2016 – 2017 for a fuller picture)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths at the end of Key Stage 2	25%	67%
Progress score Key Stage 2 for Reading	+1.11	+0.33
Progress score Key Stage 2 for Writing	+4.06	+0.17
Progress score Key Stage 2 for Maths	+4.69	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	There is currently an attainment gap between those children identified as disadvantaged and those who are not which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.
B.	Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs; we need to address this to ensure that they are able to achieve in line with their peers.
C.	Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met; this year we particularly need to be aware of this on entry into the EYFS.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Despite an improvement over the last year, attendance rates for pupils eligible for Pupil Premium are one of our lowest groups. This reduces their school hours and contributes to the attainment gap for some pupils.
E.	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted individualised support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for PP make at least expected progress relative to their individual starting points. Pupils eligible for PP achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.
B.	Disadvantaged pupils make accelerated progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make accelerated progress relative to their individual starting points in the strands of Communication and Language (Listening and Attention, Understanding and Speaking) in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.
C.	The school is able to address and meet children's social and emotional needs including self-image and self-awareness, including in the EYFS.	Children's social and emotional needs are met through an effective range of support mechanisms. This is evidenced through a range of feedback mechanisms such as Thrive assessments.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the Pupil Premium % of pupils who are Persistent Absentees so that it is less than national %. Overall Pupil Premium attendance improves and is in line with that of non-Pupil Premium pupils. Pupil Premium children have free access to the school Breakfast Club and all extra-curricular clubs run in conjunction with this.
E.	Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (e.g. instrumental tuition, archery, etc) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it.

5. Planned expenditure						
Academic year	2017 - 2018					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?

<p>A Improve reading comprehension strategies so that end of Key Stage 2 Reading Test results continue to improve and are nearer to those seen in Writing, SPaG and Maths. Ensure that higher-attaining readers at Key Stage 1 continue to make at least expected progress.</p>	<p>Embed whole-class Read with Eric strategies and reading comprehension skills across Key Stage 2.</p> <p>Introduce Novel Study 4x weekly in LKS2.</p> <p>Increased focus on reading comprehension for Year 6 Intervention English Group with further dedicated Novel Study / reading comprehension following scheme written by an experienced English SLE.</p> <p>Key Stage 1 to further develop reading comprehension skills using Read with DERIC approach.</p> <p>Dedicated 1:1 reading for targeted children which is timetabled and monitored closely.</p> <p>Provide additional reading books (class and library).</p>	<p>Our Key Stage 2 Reading Test results improved by 10% this year and, with 77% achieving the Expected Standard, were 6% above national (national % improved from 66% to 71%).</p> <p>The “gap” between these results and those for Writing, SPaG and Maths has narrowed but we want to improve our reading test scores further so that they are in line with the others.</p> <p>We specifically want to continue to improve the children's ability to provide written answers to reading comprehension questions using the strategies we have introduced during 2016 – 2017 as accelerated progress across the school, in addition to the KS2 test scores and practice tests across the year, show that they are having a positive effect.</p> <p>The EEF Teaching and Learning Toolkit research has shown that developing reading comprehension approaches is an effective strategy but that it is important to teach these “explicitly and consistently”; this strategy has moderate impact for very low cost (on average +5 months additional progress).</p>	<p>Continuing to improve reading comprehension forms part of our School Development Plan and it will be monitored as part of that process.</p> <p>This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation within teams and termly data / progress review meetings with the Deputy Head.</p>	<p>LKS2 Novel Study books met from Phase budgets (approx. £600)</p> <p>Year 6 books met from English budget (approx. £160)</p> <p>1:1 reading from TA intervention budget below</p> <p>Reading books £150 x 12 = £1800</p> <p>Library books £1000</p>	<p>CW BCI MHa COR JD</p>	<p>Regular checks on children's progress (eg by “practice” papers.</p> <p>Progress reviewed at least half-termly.</p> <p>1:1 readers monitored and progress reviewed at least monthly.</p>
<p>A Increase pupil vocabulary</p>	<p>A combination of direct and indirect instruction. Novel Study Read with ERIC Further actions to be confirmed following whole-staff discussion</p>	<p>There is a high correlation between academic success and vocabulary size. If children do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.</p> <p>A significant number of reading comprehension questions focus on vocabulary.</p>	<p>Monitoring and impact led by SLT and evidenced through observations, learning walks and book monitoring.</p>	<p>None</p>	<p>CW BCI KH JD COR</p>	<p>At staff meetings, in moderation meetings and with the termly review of the English Action Plan and SDP.</p>

<p>A</p> <p>Improve the quality of teaching and learning through learning walks and book scrutinies.</p>	<p>Learning walks and book scrutinies will be completed to review the quality of teaching being delivered. These may have a particular focus or may focus more generally on teaching and learning.</p> <p>Effective practice to be shared.</p> <p>Under-performance challenged and support provided.</p> <p>Provide opportunities for all teaching staff to undertake focused learning walks within their own team to share effective practice and provide support.</p> <p>Work sampling specifically of Pupil Premium children.</p>	<p>We are committed to providing all pupils with a high standard of education.</p> <p>Maintaining an unerring focus on providing high quality teaching is a key low cost high-impact strategy; raising the quality of teaching both increases attainment and helps to close the gap.</p> <p>Research consistently shows that high quality of teaching improves learning eg Ofsted 2013, NFER 2015.</p> <p>The Sutton Trust shows that poor teaching hampers the progress of disadvantaged pupils by, on average, six months per year and is a major contributory factor in the gap that exists between disadvantaged learners and others. The evidence also shows that excellent teaching disproportionately helps disadvantaged learners.</p>	<p>Regular learning walks and book scrutinies to be planned.</p> <p>Learning walks to be undertaken primarily by the Headteacher; the Deputy Head and Team Leaders will also lead these.</p> <p>Team learning walk feedback will be monitored by the HT / DHT.</p> <p>Learning walks will show evidence of the quality of teaching and learning and where outstanding practice is occurring as well as showing if additional support is needed to improve the quality of teaching.</p> <p>Book scrutinies will provide evidence of the quality of work being produced along with areas that need to be addressed.</p>	<p>HLTA release time for teachers</p>	<p>MH CW COR JD KH</p>	<p>Learning Walks are reviewed immediately after they have taken place by the HT / DHT.</p> <p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>
<p>A</p> <p>Ensure progress for all groups of pupils in all phases of a lesson through effective use of additional adults throughout the school.</p>	<p>Extend the role of TAs working with groups at different times in the lesson.</p> <p>Effective use of TAs to be the focus of learning walks by HT; any areas for development will be followed up and appropriate support given where needed.</p> <p>Provide training for teachers and TAs on how to maximise TA impact using EEF materials.</p>	<p>We are conscious that some research (eg DISS report) highlights the low impact that TAs may have on pupil progress if used ineffectively and we want to ensure that we maximise their impact during lessons.</p> <p>The EEF report on Making the Best Use of Teaching Assistants makes key recommendations on the use of TAs in classrooms and we intend to follow this advice.</p>	<p>Effective use of TAs to be a focus for lesson observations and learning walks.</p> <p>Feedback from staff and pupils.</p> <p>Review by SLT.</p>	<p>Cost of TA support in lessons covered through staffing (not PP) budget</p>	<p>MH CW</p>	<p>Learning Walks are reviewed immediately after they have taken place by the HT / DHT.</p> <p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>

A, B, C, E Further engage parental support and better enable parents to support their child with their learning at home.	<p>Ensure that parents are actively engaged with, and able to, support their child's learning at home through holding parent workshops, for example about SPaG, Maths or Phonics, in response to parent requests.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>Our events and celebrations of the children's learning are always extremely well-supported by parents.</p> <p>Many of our parents are very actively involved in their child's learning but there are specific aspects (eg UKS2 SPaG, Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive but that the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p> <p>Our own analysis would be that those children who are very well supported at home tend to achieve highly in relation to their own academic starting points.</p> <p>Last year, we very successfully introduced a Parent Liaison role for a member of staff who met with parents, primarily where attendance was a concern. We would like to broaden this further to support with other concerns parents might have.</p>	<p>Team Leaders will take responsibility for ensuring the effectiveness of the workshops.</p> <p>Headteacher and Parent Liaison officer will continue to work together to ensure the role is effective.</p>	None	MH CW YD KH JD COR	<p>Review of success of each workshop at SLT meetings.</p> <p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>
Total budgeted cost						£2800

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?

<p>A</p> <p>Enable children to make accelerated progress and attain national standards.</p>	<p>Provide 1:1 or small group teaching support for identified pupils for Maths and SPaG in Year 6 and Writing and Maths in Year 2.</p>	<p>End of Key Stage analysis 2015 – 2016 and 2017 – 2018 shows that pupils who received 1:1 or small group intervention made significant accelerated progress across the year and an increased number of pupils have reached age related expectations (please see the Impact section of the 2016 – 2017 Pupil Premium Strategy document for full details).</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that 1:1 tuition can be effective, on average accelerating progress by an additional five months.</p> <p>In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching. We also ensure that our 1:1 teachers are skilled, experienced, know the children well and can accurately identify individual children's specific learning needs in order to make their intervention highly effective.</p> <p>Further evidence comes from the increased confidence in these children and their belief in themselves as learners (see 16-17 Impact).</p> <p>Where appropriate and effective, we will create even more impact for the cost by having small group work rather than 1:1 work but this depends on individual circumstances and will be decided using sound and informed professional judgement.</p> <p>The Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6) 2015 – 2016 and 2016 - 2017 provide strong evidence for the effectiveness of this strategy in Year 6.</p> <p>The EEF Improving Literacy document for Key Stage 2 and Key Stage 1 recognise and recommend high-quality, targeted teaching and support such as this.</p>	<p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Regular assessment and moderation.</p> <p>Data progress meetings. Pupil conferencing</p>	<p>£13596</p>	<p>CW / MH / AH / AH / JD / LH / HH</p>	<p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Regular assessment and moderation.</p> <p>Termly pupil progress meetings.</p> <p>Pupil conferencing.</p>
---	--	---	--	---------------	---	--

<p>A</p> <p>Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p>	<p>Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children.</p> <p>In 2016 – 2017, the Year 6 children working in a small English group made accelerated progress across the year: 8/9 made accelerated progress in Reading with 3 achieving the Expected Standard in Reading; 9/9 made accelerated progress in Writing with 7/9 at the Expected Standard (none of these children were writing at ARE in July 2016). Writing assessments were externally moderated.</p> <p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TA to frequently work 1:1 with children to support their learning.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; this group is taught by an experienced Year 6 teacher who is also an English specialist.</p> <p>The Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 2016 – 2017 provides strong evidence for the effectiveness of this strategy.</p>	<p>Regular writing assessment and moderation.</p> <p>Pupil progress meetings.</p> <p>Lesson observation.</p> <p>Pupil conferencing .</p>	<p>£10992</p>	<p>CW</p>	<p>Regular assessment.</p> <p>Moderation and liaison with the other Year 6 teacher.</p> <p>Liaison with the 1:1 SPaG teacher.</p> <p>Pupil progress meetings.</p>
--	---	--	--	---------------	-----------	---

<p>A Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards and to make expected progress.</p>	<p>1:1 (or small group) interventions delivered by TAs to provide rapid support.</p>	<p>Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading, Writing and Maths. Many of these children received TA led intervention. This has resulted in the number of children working at age-expected levels increasing. Please see the Impact section of the 2016 – 2017 Pupil Premium Strategy Document for further details.</p> <p>Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly monitored by the English Lead and has been praised by a County advisor. It is proving to be very effective. Again, please see the Impact section of the 2016 – 2017 Pupil Premium Strategy Document for further details.</p> <p>The EEF Improving Literacy recommendations for Key Stage 2 and for Key Stage 1 recognise the importance of rapid provision of support which has been accurately assessed – through observation and assessment when teaching, and through marking as soon as possible after the lesson, class teachers identify those children who need additional support to meet the day’s learning and can pinpoint exactly what these “gaps” may be; additional 1:1 support is then provided by TAs that afternoon to revisit the learning. Without this intervention, it would be very difficult for some of our children to keep up with the rigours of the new curriculum and make expected progress.</p> <p>The EEF Guidance Report “Making the Best Use of Teaching Assistants” identifies that using TAs to deliver high-quality 1:1 and small groups support shows an impact of approximately 3 additional months’ progress when structured support is provided.</p> <p>Our own evidence (primarily from feedback from pupils, TAs and teachers) is that this intervention is much more effective when delivered 1:1.</p>	<p>Ongoing review of pupils’ needs and progress between TAs and class teachers.</p> <p>Use of achievement data and children’s work to frequently check whether our interventions are working and make adjustments accordingly.</p> <p>Regular assessment and moderation.</p> <p>Data progress meetings.</p> <p>Pupil conferencing .</p>	<p>£17489</p>	<p>CW / COR / JD / BC</p>	<p>Daily review of who is receiving intervention and what this is.</p> <p>Formal review with termly pupil progress meetings.</p>
---	--	---	---	---------------	---------------------------------------	--

A Accelerate progress in Reading for targeted children.	The Reading University programme.	<p>The children who have completed this ten week programme this year have made an average of between 18 months and 24 months of progress in their Reading Age and have moved through at least four book bands.</p> <p>The EEF Improving Literacy Recommendations recommends using high-quality, structured intervention programmes such as this.</p>		Regular discussion between the English lead, class teachers and those delivering the programme.	£1582	BC / AP	Formal review at the end of each programme (every eight – ten weeks).
A and B Accelerate progress for Pupil Premium children in the EYFS, in relation to their communication needs.	Pupil Premium children are “headlined” on entry and interventions immediately put into place to address specific areas for development, including specialist Speech and Language support.	<p>Children often come into the EYFS with entry data that is below the national average in the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</p> <p>Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations.</p> <p>Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on.</p>		Ongoing assessments by the EYFS team led by the EYFS lead who is a County moderator.	Within EYFS and PP Sp and L budgets	KH / HH / AC / MH	Ongoing Formal review at termly Pupil Progress meetings
B Children receive specialist support to develop their language and communication skills.	<p>A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence.</p> <p>This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible.</p> <p>Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life.</p>		This provision is reviewed regularly alongside the SENDCo, class teacher and Speech and Language therapists.	£5095	SMc	<p>Regular monitoring of progress.</p> <p>Termly SENS meetings.</p> <p>Regular TAC meetings for some children.</p>

<p>C Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it, including in the EYFS.</p>	<p>"Nurture" support is provided through 1:1 Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS.</p> <p>Thrive practitioner 4xpm weekly.</p> <p>Pastoral Support daily in the library at lunchtime.</p> <p>Range of social and emotional programmes in the EYFS including individualised support and Thrive to Five and a Nurture / Social and Emotional intervention group.</p> <p>SATs week support from Year 6 1:1 teachers.</p> <p>Introduce "Champion a Child" to provide additional support for those pupils who really need it.</p>	<p>We consider addressing children's social and emotional needs to be fundamental to our work.</p> <p>Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life's ups and downs.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (four months additional progress on average) and appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>Thrive assessments from those children with whom our Thrive practitioners worked on a 1:1 basis over 2016 – 2017 support this as they showed significant progress for all children.</p> <p>This year, we have also recognised that those Year 6 children who received 1:1 intervention during the year really benefitted from the reassurance of the presence of the 1:1 teachers during the SATs test; we feel that this it is important to provide this reassurance for these children again next year.</p> <p>We have identified that some of our children, including those in receipt of Pupil Premium, are particularly vulnerable whether because, for example, of factors outside of school or around their learning or behaviour. We plan to introduce a "Champion a Child" scheme to provide another layer of support for these children.</p>	<p>Our Pastoral Team Lead, who is a trained Thrive practitioner, monitors the work of the team and its impact, including Thrive.</p> <p>She ensures that appropriate assessments and programmes are in place and monitored.</p> <p>EYFS Lead.</p> <p>Year 6 teachers.</p>	<p>£9303</p>	<p>AC / MH</p>	<p>These aspects are regularly reviewed as appropriate with formal review meetings held termly.</p>
--	---	---	---	--------------	----------------	---

C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.	<p>Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children.</p> <p>We will also buy into specialist behaviour support for those children in need of this if needed.</p>	<p>For some children and their families, the support provided by the Educational Psychologist or by specialist behaviour support workers is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn.</p> <p>Some children have other barriers to learning because of social and emotional needs; these need to be addressed so that the children are ready to access the school environment and to make progress in their learning. Educational Psychologist and Behaviour Support can help us to do this.</p>	<p>Visits are timetabled in advance to ensure maximum effectiveness for the visit and all staff involved have time to prepare.</p> <p>Progress against resulting action plans are monitored by the SENDCo and by the headteacher as necessary.</p>	£1200	HH / MH	<p>Visits are reviewed on each occasion by the SENDCo and the Ed Psych or behaviour specialist (approx. half-termly) and by the headteacher as necessary.</p>
Total budgeted cost						£59257

iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
D Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.	<p>To continue to use the rigorous monitoring systems on a monthly basis.</p> <p>HT and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling PA pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p>	<p>We can't improve attainment for children if they aren't actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels".</p> <p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, attendance amongst PP children remains a key target area for 2017 – 2018.</p>	<p>The Headteacher is responsible for monitoring pupil attendance and ensuring appropriate support is in place to improve attendance.</p> <p>The Headteacher will liaise with the Pupil Premium Lead and the Parent Liaison Officer to review attendance and discuss pupils who are causing concern and the actions / support which may be needed.</p> <p>Effective liaison with EWO about existing absence issues.</p> <p>Regular monitoring meetings with Attendance Governor.</p> <p>Regular review of progress of strategies and improvements in attendance figures.</p>	£1985	MH	<p>Ongoing monitoring.</p> <p>Formal review of progress at the end of each term and for Headteacher's Report to the governors.</p>

<p>C and D</p> <p>To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.</p>	<p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p>	<p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>We also use the Breakfast Club to further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>The number of children attending our Breakfast Club has increased and we know that it is of great value to all those parents who use it.</p>	<p>Regular meetings between MH and Breakfast Club staff to discuss provision, attendance etc.</p> <p>Pupil conferencing.</p> <p>Parent consultation on provision, requirements etc.</p>	£3667	MH	Ongoing and as needed.
<p>All</p> <p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governor) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p> <p>Our strategy and resulting action plan are implemented effectively.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	<p>Termly reviews with Pupil Premium governor who is knowledgeable and provides robust challenge for our Pupil Premium strategy.</p> <p>Feedback to governor committee meeting termly.</p> <p>Pupil Premium report in the termly Headteacher's Report to the Governors.</p>	£500	CW TB MH	<p>Regular reviews on progress with HT / DHT.</p> <p>Termly meetings with Pupil Premium governor.</p> <p>Termly reports to the Governing Body.</p>

C and E Ensure that Pupil Premium children are financially able to attend school camps.	Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>Last year this funding enabled all but three of our Pupil Premium pupils in Key Stage 2 to go to camp; the children who decided not to go decided this for reasons other than financial ones.</p>	<p>School office staff hold records to ensure Pupil Premium money is used for this purpose.</p> <p>If Pupil Premium children do not opt to go to camp, office staff and teachers liaise with parents to ensure that the reasons for this are not financial.</p>	£3850	VG AS	Ongoing and May / June annually
C and E Children are able to talk part in the opportunities available to them enabling any financial or aspirational barriers to be removed.	<p>Parents of Pupil Premium children can use £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision (see above).</p> <p>We want all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p> <p>Last year, all but two of the parents of our Pupil Premium children accessed this funding and the feedback from them was overwhelmingly supportive and recognised that it enabled their children to access activities they couldn't otherwise have afforded.</p> <p>We consider it important to ensure well-being and readiness for school as well as try to help to reduce financial concerns for some families.</p>	<p>School office staff hold records to ensure money is used and reminds parents if this funding has not been taken up. Letters re trips etc include an option to tick to use PP funding.</p>	£6900	VG AS	Ongoing and May / June annually
Total budgeted cost						£16902

6. Review of Expenditure – Impact of Pupil Premium Funding 2017 – 2018

Current Academic Year	2017 – 2018 Impact of Pupil Premium Funding
-----------------------	---

i. Quality of Teaching for all

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Improve reading comprehension strategies so that end of Key Stage 2 Reading Test results continue to improve and are nearer to those seen in Writing, SPaG and Maths. Ensure that higher-attaining readers at Key Stage 1 continue to make at least expected progress.	<p>Embed whole-class Read with Eric strategies and reading comprehension skills across Key Stage 2.</p> <p>Introduce Novel Study 4x weekly in LKS2.</p> <p>Increased focus on reading comprehension for Year 6 Intervention English Group with further dedicated Novel Study / reading comprehension following scheme written by an experienced English SLE.</p> <p>Key Stage 1 to further develop reading comprehension skills using Read with DERIC approach.</p> <p>Dedicated 1:1 reading for targeted children which is timetabled and monitored closely.</p> <p>Provide additional reading books (class and library).</p>	<p>Reading standards at the end of KS2 have risen for the second successive year; 84% (national 75%) achieved the expected standard (79% in 2017). 31% reached GDS (an increase of 10% from last year). Children who were higher attaining readers at Key Stage 1 were a focus throughout Year 6. 9/14 achieved GDS in the KS2 SATs with 3 others scoring 108 or 109. In addition, our APS has increased from 104 to 106. Reading (84%) is now in line with Writing (86%), SPaG (88%) and Maths (88%).</p> <p>The focus on those readers in Year 6 whose Key Stage 1 results identify them as High Attainers, particularly through targeted questioning and support in dedicated reading sessions, has had a very positive effect.</p> <p>All pupils in the Year 6 Intervention English Group, which has included an increased focus on reading comprehension, have made accelerated progress in Reading. 10/15 children in the group achieved the Expected Standard (8/15 targeted to do so). Only 3 children had been working at age-expected levels at the end of Year 5. The accelerated progress across the year was substantial for many of the pupils, some of whom tripled the scores they achieved in practice SATs papers.</p> <p>6/10 Pupil Premium children in Year 6 achieved the expected standard for reading which is an increase of 22% from last year. 3/10 achieved the higher standard (none last year). In Year 2, 3 out of 10 Pupil Premium children achieved the expected standard; those that are not have received personalised interventions and will continue to do so. Two more children were close to achieving the Year 2 standard for Reading and will be supported to make accelerated progress in Year 3.</p> <p>Current assessments show that end of Key Stage 1 data is in line with last year's results and national %. Year 2 teacher: "This is the strongest cohort of readers that I have seen". This may not reflect in % but is present in the children's ability to understand (and enjoy) texts, whatever their decoding ability.</p> <p>ERIC strategies continue to be used successfully across the school, enabling children to have an increased knowledge of the types of question which they may encounter and how best to answer these, leading to at least expected progress being made across the school. These strategies are being supplemented by VIPERS from the Literacy Shed Plus, which further extend and challenge higher attaining children. Introducing ERIC skills using pictures for our younger children has enabled them to access this approach and "read" these in much greater depth than a written text thereby extending their skills.</p> <p>Regular 1:1 reading for those children not reading at age-expected standards is a key feature of our intervention programmes, contributing to the progress made in reading by these pupils.</p> <p>Children's learning is planned in an entirely cross-curricular way using the REAL Project approach, meaning that all children have the opportunity to read regularly across the curriculum.</p>	<p>ERIC strategies are proving to be very successful, enabling all children to be better prepared to understand comprehension questions. They also enable challenge for higher-attaining readers and enable our youngest children to access these skills through pictures.</p> <p>An increased focus on reading comprehension for targeted Year 6 pupils has seen greatly accelerated progress.</p> <p>Although it will not be a whole-school priority next year, we will ensure that everything we have put in place continues.</p>	£2800

<p>A Increase pupil vocabulary</p>	<p>Whole-staff INSET. EYFS – Talking Homework; words displayed in zones; Makaton; increased focus on Communication and Language in each activity. KS1 – introduce Wow Words; increase range of vocab in shared writing; introduce / wider use of dictionaries. LKS2 –teach vocab in reading lessons; emphasis on vocab in Novel Study and shared writing. UKS2 – revisit the use of the Explain box in ERIC activities; ensure vocabulary is a key element of shared writing; increase use of challenging vocab in writing exemplars; buy dictionaries with a wider range of words.</p>	<p>This is a whole-school priority this year and, across the school, a range of strategies have been introduced to broaden and develop pupils' vocabulary, leading to a clear focus on this. Novel Study lesson observations have demonstrated how vocabulary is enhanced through discussion of the text with children very engaged in the conversation and the use of language; aspects of ERIC and VIPERS focus specifically on this and ensure that vocabulary is taught explicitly. The use of more sophisticated language is evident in lesson observations; this has been a focus during lesson observations for Performance Management and during Ofsted which all noted how well the development of vocabulary was integrated into the lesson; our Ofsted inspection confirmed that this is a strength.</p>	<p>Readers cannot understand what they are reading without knowing what the words mean.</p> <p>Children with more limited vocabulary are less able to understand what they hear; as a result they are less able to access conversations, discussion, instructions and the curriculum itself.</p> <p>It is therefore essential that we focus on developing our pupils' vocabulary, particularly for those who may come from environments that are less vocabulary-rich and, although not a SDP priority for 2018 – 2019,</p>	<p>None from PP budget</p>
<p>A Improve the quality of teaching and learning through learning walks and book scrutinies.</p>	<p>Learning walks and book scrutinies will be completed to review the quality of teaching being delivered. These may have a particular focus or may focus more generally on teaching and learning.</p> <p>Effective practice to be shared.</p> <p>Under-performance challenged and support provided.</p> <p>Provide opportunities for all teaching staff to undertake focused learning walks within their own team to share effective practice and provide support.</p>	<p>Regular learning walks have ensured a continual focus on providing high quality teaching across the school. Areas for development are followed up, challenged and supported.</p> <p>We have provided CPD opportunities for all teaching staff to enable them to carry out a focused learning walk observing teachers and lessons whose practice will be of benefit to their own. In this way, good practice is shared and support provided where needed.</p> <p>Book scrutinies have a focus which enables us to identify our strengths and areas for development as a staff; this has also enabled staff to work together on a revised marking system which maximising the impact of feedback to pupils.</p>	<p>Individual learning walks for CPD have proved very beneficial with staff identifying and adopting a range of ideas into their own classrooms. We will continue this into 2018 – 2019, including providing the opportunity to visit other schools.</p> <p>Whole class marking strategies (especially in English) are enabling teachers to address misconceptions and target areas for development at the beginning of the next lesson; the feedback from this is very positive and it is now adopted practice</p>	<p>No cost from PP budget</p>

<p>A</p> <p>Ensure progress for all groups of pupils in all phases of a lesson through effective use of additional adults throughout the school.</p>	<p>Extend the role of TAs working with groups at different times in the lesson.</p> <p>Effective use of TAs to be the focus of learning walks by HT; any areas for development will be followed up and appropriate support given where needed.</p> <p>Provide training for teachers and TAs on how to maximise TA impact using EEF materials.</p>	<p>The information contained within the EEF report on Making the Best Use of Teaching Assistants has been considered by all staff and advice is followed.</p> <p>Lesson observations and learning walks focus on the effective use of additional adults in all phases of the lesson. These show that they are used to move children's learning forwards across all areas of the school.</p> <p>Workshops to develop subject knowledge in Maths and SPaG have been held for TAs led by a very experienced teacher.</p>	<p>Ensuring that the impact of TAs on children's learning is maximised will continue to be a focus area, looking specifically next year at subject knowledge.</p> <p>Further Maths and SPaG training for TAs will be timetabled during the Autumn term.</p>	<p>No cost from PP budget</p>
<p>A, B, C, E</p> <p>Further engage parental support and better enable parents to support their child with their learning at home.</p>	<p>Ensure that parents are actively engaged with, and able to, support their child's learning at home through holding parent workshops, for example about SPaG, Maths or Phonics, in response to parent requests.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>Parent workshops for Phonics have been held, led by our EYFS teachers, empowering parents to be better equipped to support their children at home. These were attended by twenty parents. We have eight family members who come in and support individual reading in the EYFS. A parent workshop for UKS2 Maths, attended by ten parents and focusing on calculation strategies, has also taken place.</p> <p>We have introduced a monthly Reading newsletter for parents across the school which includes ways in which parents can support their child with reading at home.</p> <p>Our Parent Liaison Officer has provided support for parents where attendance is an issue and also for other concerns where parents have sought her out for support and advice.</p>	<p>The success of our strategies to engage parents has led to further engagement from parents including some mums and dads coming in to share stories with their child's class.</p> <p>We plan to increase the number of parent workshops (especially for SPaG and Maths) in 2018 – 2019.</p>	<p>No cost from PP budget</p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Enable children to make accelerated progress and attain national standards.	Provide 1:1 or small group teaching support for identified pupils for Maths and SPaG in Year 6 and Writing in Year 2.	<p>1:1 teaching in SPaG and Maths for identified children in Year 6 has had a very positive impact on the progress of these children. 13/15 (including 56/7 Pupil Premium children) achieved the expected standard for SPaG (including 2 at GDS) and 11/13 achieved the expected standard for Maths (including 1 at GDS). A further impact of the 1:1 SPaG teaching is the increased accuracy of sentence structure and punctuation in these children's independent writing, contributing to the % achieving the expected standard.</p> <p>In Writing, SPaG and Maths, the number of Pupil Premium children now working at age-related expectations (ARE) has increased and, although not all have achieved ARE, they are working closer to this and are therefore better prepared for the next stage of their education.</p> <p>Pupil conferencing confirms that pupils find this support very beneficial: "It was very helpful – we went over papers and I could see exactly what I got wrong and then learned this for next time so I could improve"; "When it was SATs, I felt nervous beforehand but then felt confident when I opened the paper because I realised I knew how to do questions like that".</p> <p>In Year 2, 1:1 teaching has supported identified children in Writing, which has been a whole key stage priority. The progress of these children relative to their starting points has been very good and all children who have been supported are showing accelerated progress. At the beginning of the year, 1/10 Pupil Premium child was working at the expected level for Writing; 4/10 Pupil Premium children achieved the Expected Standard.</p>	<p>This has continued to be a very successful and valued approach and we will continue with it again in 2018 – 2019.</p> <p>As well as the obvious accelerated progress made by the children, the increase in their self-confidence and self-esteem and belief in themselves as learners is quite remarkable.</p> <p>Next year we will extend this to include a weekly after-school Maths club for targeted Year 6 pupils.</p>	£13594

<p>A Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p>	<p>Those Year 6 children identified as needing additional support and intervention through lessons in order to achieve ARE in Reading and Writing (including Pupil Premium children) have been able to work in a small group led by an experienced Year 6 teacher supported by a specialist Year 6 TA. This has had a significant impact on the progress of these pupils and led to accelerated progress.</p> <p>End of key stage data shows that the pupils who were part of this group (including Pupil Premium pupils) have made significant accelerated progress across the year, including above that made by the cohort, thus narrowing the gap for both Reading and Writing. Within the group, 9/15 achieved the Expected Standard for Writing; only 6/15 had been targeted to do so at the beginning of the year. The % of children working at ARE increased greatly due to accelerated progress) as none had been working at ARE at the end of Year 5.</p> <p>In Reading, 10/15 children in the group achieved the Expected Standard (8/15 had been targeted to do so). Only 3 children had been working at age-expected levels at the end of Year 5. The accelerated progress across the year was substantial for many of the pupils, some of whom tripled the scores they achieved in practice SATs papers.</p> <p>Pupil conferencing confirms that this is a very successful strategy: "I <i>loved</i> English in the small group" (all pupils); "I liked sharing my work – I wouldn't be confident enough to do that in a big group"; "I felt like I improved a lot (reading and writing)"; "I didn't feel like I got anything wrong so I felt really confident". These pupil comments demonstrate that the pupils' confidence in themselves also benefited from this strategy.</p>	<p>This has again been a very successful approach which we will continue in 2018 – 2019.</p>	<p>£10992</p>
<p>A Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards and to make expected progress.</p>	<p>1:1 (or small group) interventions delivered by TAs to provide rapid support.</p>	<p>Progress across the school shows that Pupil Premium children are making at least expected progress relative to their individual starting points in each cohort in Reading, Writing and Maths. The majority of these children receive intervention, often 1:1. In some year groups, the % of children working at ARE in Reading, Writing and / or Maths has increased. However, this year, two Pupil Premium children have left the school who were working at ARE in Reading, Writing and Maths. Five children have joined the school who are eligible for Pupil Premium and are not working at ARE in Reading, Writing and Maths. This has obviously impacted on our attainment data.</p> <p>Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly monitored and has been praised by a County advisor. It is proving to be very effective: 5/6 Pupil Premium children achieved the national standard this year.</p>	<p>Our assessments and pupil progress meetings show that intervention in Reading, Writing and Maths, which the majority of our Pupil Premium children receive, has a real impact on the children and allows them to keep up with the rigours of the new curriculum. It cannot be underestimated that this is a real challenge for some children but specific and targeted intervention enables them to make at least expected progress. Without this intervention, this would be very difficult for some children.</p>	<p>£17489</p>

A Accelerate progress in Reading for targeted children.	The Reading University programme.	The children who have completed this ten-week programme this year have made an average of between 12 months and 18 months of progress in their reading age and have moved through several book bands. They have gone from reading ages of 4 or 5 months below their chronological age to between 7 months and 11 months above.	The Reading University programme has demonstrated great success for all the pupils who it has supported to date. This success is measured not just in rapid improvements in reading ages but also in less tangible benefits such as increased confidence. Parents are equally pleased with the results.	£1582
A and B Accelerate progress for Pupil Premium children in the EYFS, in relation to their communication needs.	Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development, including specialist Speech and Language support.	<p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate and effective interventions have been put into place as soon as possible.</p> <p>Accelerated progress is being made by many of the children receiving these. GLD was achieved by 3/7 children in receipt of Pupil Premium; accelerated progress in these areas made means that, even if GLD was not achieved, these pupils are now working closer to age-related expectations and are therefore better placed for their transition to Year 1 and for progress across other development areas.</p> <p>A key action has been to provide additional support for Pupil Premium children - including those who would not normally be identified as requiring additional support - to ensure that they don't fall behind.</p> <p>We have provided additional TA support in the Reception classes for three hours each week to support Pupil Premium pupils at the beginning of the day with their specific,</p>	We will continue with interventions in a similar way next year because progress is evident as having a positive impact on the children's readiness to learn.	No cost from PP budget
B Children receive specialist support to develop their language and communication skills.	<p>A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence.</p> <p>This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision is reviewed regularly. In 2017 – 2018, seven children have been discharged from the Speech and Language therapist, including four Pupil Premium children. Our HLTA is currently working with four Pupil Premium children. The HLTA attends SENS review meetings, meaning that all those involved with the children know how best to support their learning needs.</p> <p>Our HLTA works primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life.</p>	The aim of speech and language support is to enable children to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life. We consider that it is necessary to address speech and language concerns as early as possible in order to provide children with the best opportunities to succeed as early in their school life as possible.	£5095

<p>C Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it, including in the EYFS.</p>	<p>"Nurture" support is provided through 1:1 Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS.</p> <p>Thrive practitioner 4xpm weekly.</p> <p>Pastoral Support daily in the library at lunchtime.</p> <p>SATs week support from Year 6 1:1 teachers.</p> <p>Range of social and emotional programmes in the EYFS including individualised support and Thrive to Five and a Nurture / Social and Emotional intervention group.</p>	<p>Dedicated Thrive (now TIS) practitioners work with some of our most vulnerable children. Eight children regularly meet with our TIS practitioner – six of these are eligible for Pupil Premium. This support ensures that these children are better able to manage the school day and to make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to and staff regularly liaise with our TIS practitioner about any concerns (with any pupils) that they have.</p> <p>This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn.</p> <p>Pupil conferencing confirms that the children find these sessions beneficial: "It makes me feel really happy and I can't wait to go again"; "I feel like I can talk and have fun"; "You always listen to me and help me".</p> <p>The Library provides a quiet space each lunchtime for children where children can access additional support from a member of the Pastoral Team and between 15 – 20 children use this each day. Some just want to sit and read (or be read to) quietly but others seek out the TLC provided by the member of staff or use this as time to talk to her about friendship or similar issues and use her advice and support to help them sort these out.</p> <p>In the EYFS, a programme of social and emotional support, including Thrive to Five, supports some children. This year's cohort came into Reception with very low scores for PSED, which can impact on all areas. A big focus was therefore given initially to developing this area and we have provided funding from the Pupil Premium budget to enable additional adult support in the EYFS to provide Thrive to Five intervention. 5/7 children supported regularly with this receive Pupil Premium. The effectiveness and regularity of this intervention has played a key part in this and has "worked wonders" through giving these children the opportunity to settle and be supported in their play.</p> <p>This support has resulted in an increased % of pupils making accelerated progress in these areas: 79% of pupils made accelerated progress in Making Relationships (35% of pupils working at typical levels of development on entry increasing to 84% on exit) and 78% of pupils made accelerated progress in Managing Feelings and Behaviour (an increase of 17% from last year; 24% of pupils had been working at typical levels of development on entry increasing to 84% on exit). Even if some of these pupils have not reached the GLD marker, they are now much better equipped to access school and learning.</p>	<p>The importance of the support which our TIS practitioner provides is recognised across the school.</p> <p>We would like to increase the number of children who can be supported and are looking at ways to provide additional support at lunchtimes using an increased number of staff.</p>	<p>£9303</p>
--	--	---	--	--------------

C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.	Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children.	<p>Parents and staff have worked together effectively to support individual children's specific learning and emotional needs, enabling children to better access the curriculum and be ready to learn.</p> <p>Staff, pupils and parents are all very appreciative of the guidance given: "It has made a real difference to my understanding of X and how to support him".</p> <p>Our Educational Psychologist has also provided training for all staff on supporting pupils' social and emotional needs.</p>	The importance of this support for some children and their families is invaluable and we will continue to provide this next year.	£1200
---	--	--	---	-------

iii. Other approaches				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.	<p>To continue to use the rigorous monitoring systems on a monthly basis.</p> <p>HT and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling PA pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p>	<p>The school's overall attendance has improved to 95.5% (95.3% 16-17). Pupil Premium attendance has improved to 94.7% (94.5%). FSM attendance had improved to 94.4% (94.2%). All persistent absence measures are < national %.</p> <p>When considering the forty children at our school with the lowest attendance, 18% of these receive Pupil Premium (25% in 16-17; 37% in 15-16). 16% of children (4) whose attendance <90% receive Pupil Premium (24% in 16-17; 34% in 15-16). NB 22% of total pupils are in receipt of the Pupil Premium.</p> <p>There have been notable successes for a number of children who previously had poor attendance following input from the Headteacher / Parent Liaison Officer.</p> <p>Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by our own systems and by the EWO as needed; where attendance falls below thresholds, it is followed up by the Headteacher and / or Parent Liaison Officer.</p> <p>The EWO has been involved with three families this year where persistent absence is of particular concern and the school's actions have not seen the desired improvements.</p> <p>Attendance remains high profile across the school and is discussed with all parents at parent consultation meetings.</p>	<p>The NfER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, and the attendance of Pupil Premium has risen this year, attendance amongst Pupil Premium children remains a key target area.</p> <p>Ofsted (February 2018) praised our rigorous approach to ensuring good attendance for all groups of pupils.</p>	£1985

C and D To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.	To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost. Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.	The number of Pupil Premium children attending Breakfast Club is steadily increasing with approximately 25% of those attending each day being eligible for Pupil Premium. Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn. Breakfast and a range of activities is also available (at a cost of £2 per day) to other children and parents who need childcare before school are able can use the Breakfast Club and know that their children are being well-cared for. Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. This has made a real difference for some children.			A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school. We will continue to use this to further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to address.	£3667
All The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.	Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governor) and to ensure that our information is up-to-date and informs best practice. The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.		School leaders keep up-to-date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending.	Some funding will continue to be allocated to ensure the effectiveness of the leadership of Pupil Premium and to ensure that our information is up-to-date and informs best practice. Funding will enable both Pupil Premium lead and Pupil Premium governor to attend training.	£500	
C and E Ensure that Pupil Premium children are financially able to attend school camps.	Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.	Children are able to access all the opportunities available to them and to take part in a wide range of enrichment activities including a visit to London and outdoor pursuits such as coasteering and kayaking, thereby broadening their experiences. 13/13 Year 3 Pupil Premium pupils went to camp. 7/7 Year 4 Pupil Premium pupils went to camp. 13/14 Year 5 Pupil Premium children went to camp. 10/10 Year 6 Pupil Premium children went to camp.		We consider children's cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2018 – 2019.	£3850	

C and E Children are able to talk part in the opportunities available to them enabling any financial or aspirational barriers to be removed.	<p>Parents of Pupil Premium children can use £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>Children have taken part in all the extra-curricular opportunities that they would like to do and have not been prevented from doing so by financial barriers.</p> <p>So far, this has been taken up by 64 / 68 of the parents of our Pupil Premium children and the others have been encouraged to do so.</p> <p>Some funding has been used for children with individual areas of need. Detailing these here would mean that these families' confidentiality is compromised.</p>	We consider children's cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2018 – 2019.	£6900
---	--	--	--	-------

7. Additional detail

Additional information which you have used to inform the statement above.

Pupil Premium Data 2016 – 2017 and 2017 - 2018.
Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2015 – 2016 and 2016 - 2017
Pupil Premium Planning and Evaluation Outline for targeted Year 6 English Group 2016 – 2017 and 2017 – 2018
Confidential Pupil Premium Data Analysis 2017 – 2018
Pupil Premium Progress and Achievement Data 2015 – 2018
Individual Case Studies